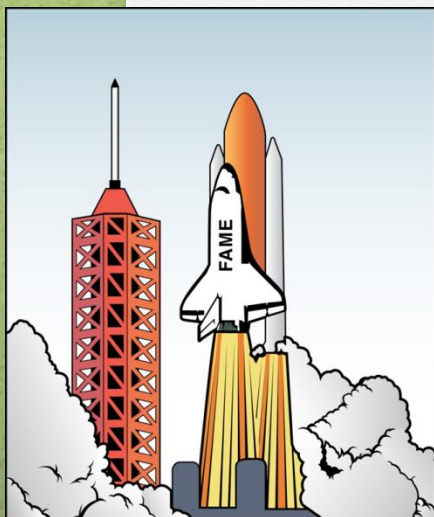


Formative Assessment for Michigan Educators FAME

The District Perspective

Session E2
February 21, 2013

Michigan School Testing Conference
Ann Arbor MI



Session Targets

- o How does FAME impact the implementation of formative assessment practices?
- o How does a district move formative assessment forward?
- o What is a district learning about teacher instructional practice and student achievement?
- o How has regional support reinforced new learning?

FAME Project Goal

“Working collaboratively, educators will learn, implement, and reflect on the formative assessment process in order to guide student learning and teachers’ instructional practices.”

Michigan is part of broader conversation on the Formative Assessment Process

Smarter Balanced Assessment Consortium
Formative Assessment and Professional Practices
Work Group



Formative Assessment for Student & Teachers
FAST SCASS Member



How does FAME define the formative assessment process?

“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.”

(CCSSO SCASS FAST Project, 2007)

The Formative Assessment Process

Planning

Learning Target Use

ANALYSIS

Student Evidence

Instructional
Decisions

Modes
of
Assessment

Formative
Feedback

Formative Strategies

Formative Tools

Student Motivation & Learning

FREE!

Training Resources

- o F2F Session-“Launching into Learning”
- o Formative Assessment Learning Guide
- o Web-based Resources
- o Coaches:
 - o Cognitive Coaching Seminars®
 - o Adaptive Schools Foundation Seminar
- o MDE and Regional Lead Support

Assessment and Accountability



print friendly email this page



Welcome to the Bureau of Assessment and Accountability (BAA)

[2013 EXPLORE/PLAN Pilot Announcement](#)
[Checklist of Critical Dates for 2013 EXPLORE/PLAN Pilot](#)
[EXPLORE/PLAN Test Material Ordering Instructions](#)
[EXPLORE/PLAN Frequently Asked Questions](#)

ASSESSMENTS

ELPA (English Language Proficiency) for K-12 students eligible for English language learner (ELL) services.

Interim Assessments will be online pre/post assessments for specific K-8 grade content areas and high school level courses.

MEAP (Michigan Educational Assessment Program) assesses students in grades 3-9 based on Michigan Curriculum Framework.

ACCOUNTABILITY

AYP (Adequate Yearly Progress) measures student achievement on statewide assessments as required by federal *No Child Left Behind Act* (NCLB)

BAA Professional Learning is the home to the BAA Web Conference Series with web cast regarding Accountability, ELPA, MEAP, MEAP-Access, MI-Access, MME and much more.

EducationYes! measures school accreditation system based on student

- > Accountability
- > Adequate Yearly Progress
- > Annual Measurable Achievement Objectives (AMAO)
- > BAA Learning
- > BAA Secure Site
- > Education YES!
- > Educator Evaluations
- > English Language Proficiency Assessment (ELPA)
- > Focus Schools
- > Formative Assessment Process
- > Interim Assessments
- > MI-Access
- > Michigan Educational Assessment Program (MEAP)
- > MEAP-Access
- > Michigan Merit Examination
- > Michigan School Report Card
- > National Assessment of Educational Progress

MI Business One Stop

Departments/Agencies

Online Services

Surveys

RSS Feeds

MDE Quick Links

- Contact MDE
- Michigan eLibrary (MeL)
- Michigan Online Resources for Educators
- ISD Financial Reports
- Directory of Schools
- Notices & Public Comments
- No Child Left Behind
- Family Fundamentals Pre K-3 Learning Activities

Superintendent's Podcast

SBE Meeting Videos



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MI Education Fast Facts

PDF




> Accountability
> Adequate Yearly Progress
> Annual Measurable Achievement Objectives (AMAO)
> BAA Learning
> BAA Secure Site
> Education YES!
> Educator Evaluations
> English Language Proficiency Assessment (ELPA)
> Focus Schools
> Formative Assessment Process
> Interim Assessments
> MI-Access
> Michigan Educational Assessment Program (MEAP)
> MEAP-Access
> Michigan Merit Examination
> Michigan School Report Card
> National Assessment of Educational Progress
> Priority Schools (PLA)
> Reward Schools
> Shared Educational Entities (SEEs)

Formative Assessment for Michigan Educators (FAME)


"Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes"

CCSSO FAST SCASS Austin, Texas October 2006

What's New


- [FAME Initiative Expectations](#) 
- [Facilitating Your FAME Learning Team](#) 
- [FAME 2012-13 Training Dates and Locations](#) 
Revised August 2012

FAME Project

- [Where's FAME in Michigan?](#) 
- For more information about the FAME project, please contact Dr. Erika Bolig, Education Assessment Specialist, MDE/BAA at 517.241.6397, email: bolige@michigan.gov or Kimberly Young, Education Assessment Specialist, MDE/BAA at 517.373.0988, email youngk1@michigan.gov.

Research Related Support Links

- [FAME Presentation at 2012 CCSSO](#)
At the June 2012 CCSSO National Conference on Student Assessment, the MSU research team and Dr. Ellen Vorenkamp, from Wayne RESA and FAME Regional Lead, presented some of the newest research findings from the FAME project. Click here for the [presentation powerpoint](#).
- [Summary of 2010-11 FAME Project Research](#)
- [FAME Presentation at 2012 AERA](#)
A presentation on the Formative Assessment for Michigan Educators (FAME) was recently offered at the April 2012 AERA

 **Online Services**

 **Surveys**

 **RSS Feeds**

MDE Quick Links

- [Contact MDE](#)
- [Michigan eLibrary \(MeL\)](#)
- [Michigan Online Resources for Educators](#)
- [ISD Financial Reports](#)
- [Directory of Schools](#)
- [Notices & Public Comments](#)
- [No Child Left Behind](#)
- [Recognition Programs](#)
- [Family FUNdamentals Pre K-3 Learning Activities](#)

Superintendent's Podcast 

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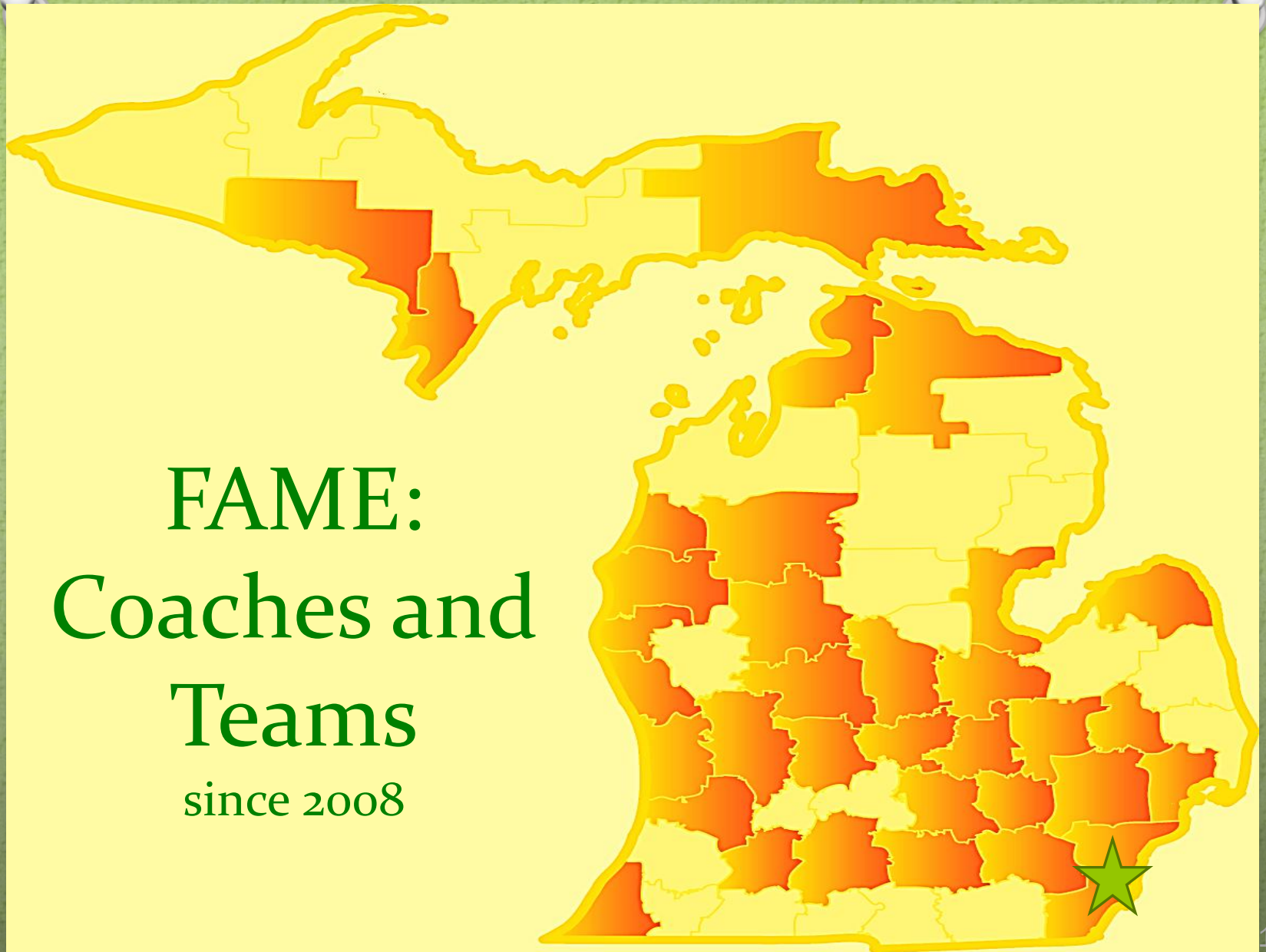
SBE Meeting Videos 

FAME: Project Numbers

School Year	08 - 09	09 - 10	10 - 11		11 - 12		12 - 13	
			<u>New</u>	<u>Ret</u>	<u>New</u>	<u>Ret</u>	<u>New</u>	<u>Ret</u>
Coaches	35	100	63	32	61	61	64	96*
Learning Teams	23	65	62	32	60	55	63	83

*10 FAME Regional Leads

FAME:
Coaches and
Teams
since 2008



Formative Assessment in Flat Rock

A tale of two districts

- Small 7.20 square miles
- Rural- Southern Tier of Wayne County
- 1864 Students K-12
- 1 Primary Building (k-2)
- 1 Intermediate (3-5)
- 1 Middle School (6-8)
- 1 High School (9-12)



Flat Rock-Year One



- 5 Member Team
 - 2 Middle School Teachers
 - 1 High School Teacher
 - Middle School Principal
 - District Superintendent

Initial Environment

PEANUTS By Charles Schulz



Flat Rock-Year One



- Twice Monthly Meetings
- Two hours
- Theme Based
 - Theme Introduction/Exploration
 - Theme Classroom Implementation
 - Theme Reflection
 - Further Implementation

Meeting Format

- Team community building and reflection
- Introduction and exploration of new learning
- New learning/classroom connections and implementation ideas
- Self and group reflection
- Personal and team goal setting

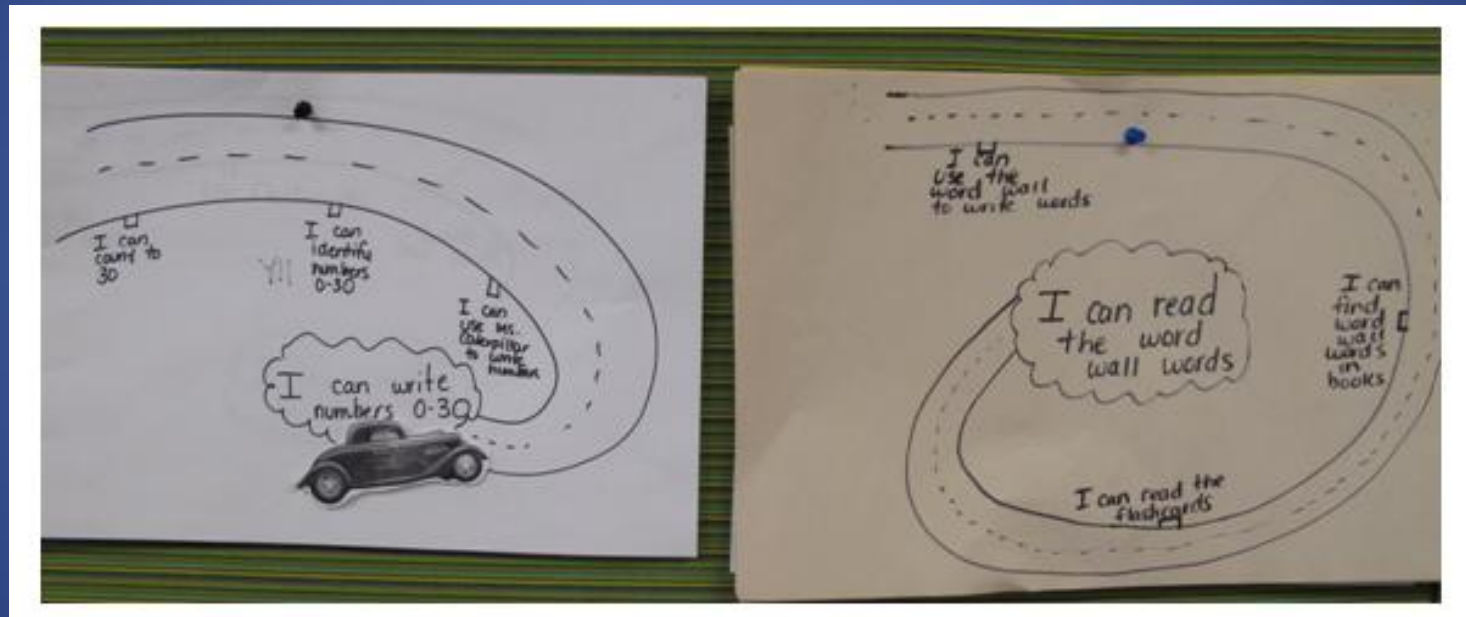
Clear Learning Targets

Learning Targets for the Agricultural Revolution (Test 1)

Some of this material is located in chapter 4 of the textbook and the rest comes from other resources.

- ☛ I can explain how the _____ formed.
- ☛ I can interpret a migration map showing the movement of _____ including through the Beringia Land Bridge.
- ☛ I can explain how people _____ before the Agricultural Revolution.
- ☛ I can explain what the _____ is.
- ☛ I can describe the _____ of the Agricultural Revolution.
- ☛ I can explain why the _____ is important to agriculture.
- ☛ I can explain how the Agricultural Revolution has affected _____ today.

Learning Progressions



Feedback

Flat Rock—Year Two



- Team Expansion—Middle/High School
 - Monthly meetings
- Whole Staff Professional Development
 - Three Full Days
 - Sept. ; Dec.; March
 - Two Reflection Days
 - Nov. and April

Self-Assessors

Test Reflections



Name _____





Hour _____

- ✱ Write the questions that you did not get correct on your test in the chart.
- ✱ Look at your corrected test and figure out the correct answer, write it in the chart.
- ✱ Then, reflect upon those incorrect answers and decide if you made a simple mistake. If you did, mark the "Simple Mistake" column. For all the remaining problems you got wrong, mark the "Don't understand".

CHAPTER 16

LEARNING TARGETS:

- 1) Can you explain the Kinetic Theory?
- 2) Can you classify matter as solids, liquids, gases, & plasmas?
- 3) Can you draw a model to illustrate how the particles in a solid, liquid & gas act differently?
- 4) Can you explain how solids, liquids & gases all fit the definition of matter?
- 5) Can you explain Bernoulli's Principle, Boyle's Law, & Charles's Law?

Q #	 Target #	Question from Test	Correct Answer! 	Simple Mistake ? 	Don't Understand !! 

Self-Assessors



A Planned Process

Name: _____ Hour: _____ Project Date: _____

Pre-Project Assessment:

Project goal (set by teacher): _____

Write a sentence to explain your goal for the project: _____

Circle the Elements and Principles of Design you plan to use to accomplish your goal.

Elements:

Line Shape Space Texture Form Value Color

Principles:

Movement Balance Emphasis Contrast Rhythm Pattern Unity

During Project Assessment: (done by another student). Name of Assessor: _____

Has the student that created the artwork met their goal? (Circle one) YES NO

Write THREE things that the artist has done well. Explain why those items are done well.

1. _____
2. _____
3. _____

Write THREE things that could be pushed further, or worked on a bit more. Explain why.

1. _____
2. _____
3. _____

Final Assessment: (done by student)

Do I think I met the goal of the teacher? Yes. Explain why: _____
or No. Explain why: _____

Did I meet my goal? Yes. Explain why: _____
or No. Explain why: _____

Which TWO Elements and TWO Principles of Design did I use to create my artwork? (List/Explain how they were used- DISCUSS ONLY THE TWO EOD & POD THAT YOU FEEL ARE THE MOST IMPORTANT).

1. _____
2. _____
3. _____
4. _____

Teacher Assessment: (done by teacher)

Did the student meet the goal of the project?

4 3 2 1 0

Did the student meet the goal they set for the project?

4 3 2 1 0

Did the student explain clearly how the Elements of Design were used?

4 3 2 1 0

Did the student clearly explain how the Principles of Design were used?

4 3 2 1 0

Overall average of scores:

4 3 2 1 0





A Planned Process

8th Grade Geometry

Haydamacker 2010

Learning Targets— Unit 1 Basics

- 1) Can you construct, define & name points on a line?
- 2) Can you construct, define & name lines and line segments?
- 3) Can you construct, define & name rays?
- 4) Can you construct, define & name a pair of parallel lines?
- 5) Can you construct, define & name a pair of perpendicular lines?
- 6) Can you draw the symbol for point, line, line segment, ray, parallel & perpendicular lines?
- 7) Can you compare & contrast complementary & supplementary angles?
- 8) Can you compare & contrast linear pairs & adjacent angles?
- 9) Can you construct & name vertical & corresponding angles?
- 10) Can you construct & name alternate interior angles & alternate exterior angles?

 Strategies	 Formative Assessments	 Summative Assessments
<ul style="list-style-type: none"> Identifying Similarities & Differences Homework & Practice Identifying Similarities & Differences Summarizing & Note Taking 	<ul style="list-style-type: none"> "I know this" Quizzes Daily assignments/notes Test review Test Reflections 	<ul style="list-style-type: none"> Mr. Angles Project Mr. Angles writing Unit 1 test
Writing		
 Mr. Angles writing		

Flat Rock—Year Three



- Team Expansion
 - Formative Assessment Advisory Committee
 - Monthly Meeting
 - High School Team—9th Grade concentration
 - Co-coaching model
 - Elementary Schools
 - Co-coaching model

A Coach's Perspective

- Most Rewarding Experience
 - Professional Growth
 - Teacher Growth
 - Student Achievement

A Coach's Perspective

- Michigan Formative Assessment Model
 - Sustainability
 - PLC Atmosphere
 - Training

A Coach's Perspective

- Lessons Learned
 - Embed yourself into the team, become a resource not an expert
 - Ask the right questions...
 - Provide feedback

A Coach's Perspective

- Not “one more thing” but “The Thing”!



Formative Assessment

How it looks at Simpson Middle School
Flat Rock, MI



“Trust the Process”

Administrative Perspective



- Superstars
- Parents
- Implementation Process
- Create artifacts to share

Our Journey



In the Beginning...

“What do you mean I can’t grade EVERYTHING?!”

“No homework!?”

“You want Performance assignments to be worth how much of their grade?”

Our Journey has taught us...

Homework, participation points, and completion grades do not evaluate knowledge of learning targets. Why should they be penalized for practice?

This is a myth, you can give homework. It can be a form of feedback to guide teacher instruction, not a summative assessment.

This shows the learner & the teacher an accurate level of performance according to the learning targets. Grades are not cushioned by “fluff.”

Our Journey



In the Beginning...

How can I get a learner that “does nothing” motivated?

How am I going to get the students/parents to “conform” to this when they are so used to the traditional way to earn grades?

All of this feedback is going to take FOREVER!!!! I can't do this for every student, everyday, every assignment!

Our Journey has taught us...

**Students feel more comfortable making mistakes because they have opportunity to practice before being graded. They tend to not give up as quickly.
(Missing work doesn't get them in a hole they cannot get out of.)**

The earlier the learner is introduced to this, the smoother the transition.

Feedback can vary. Using rubrics and verbal feedback can reduce the time consuming task of giving feedback.

Our Journey



In the Beginning...

Some students are “bad” test takers, this is NOT going to benefit them!

Are kids mature enough to take responsibility of their own learning?

How am I going to make the learner do the practice if it doesn't count for a grade?

Our Journey has taught us...

When they have clear learning targets, feedback, and practice they are more successful on the test. Students are provided with multiple ways to show they mastered the learning targets.

When students felt in control of their learning, they took on more responsibility for their learning than we anticipated.

We have watched our students make the connection between practice and summative assessments. They no longer ask, “Is this worth a grade or what is my score on this assignment?”

Our Journey



In the Beginning...

Teachers did not want to change or recreate their process.

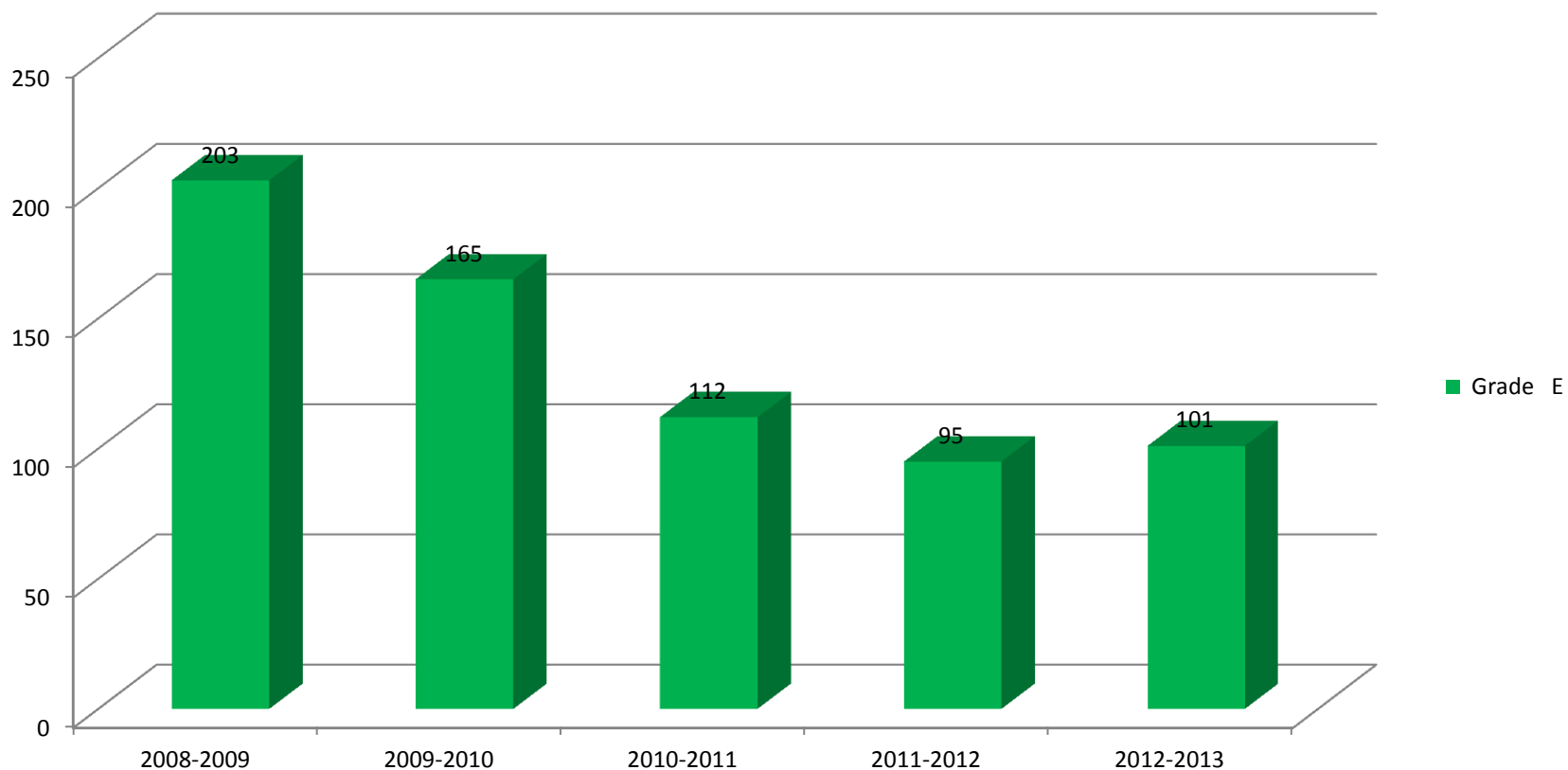
Our Journey has taught us...

Remember, it's a process. Start off with small changes. Teachers need time to reflect and form PLCs to assist them with the process.

Student Achievement Data



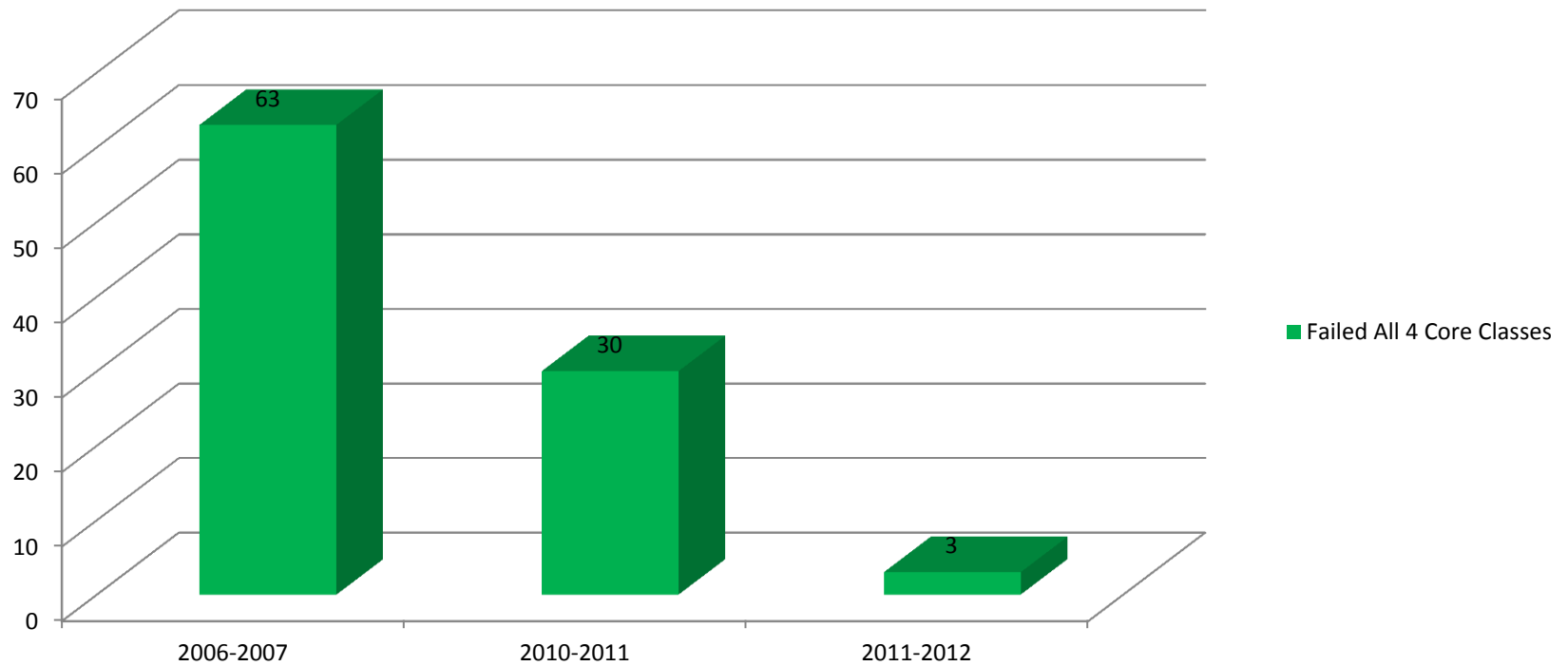
Grade E



Failed All Four Core Classes



Failed All 4 Core Classes



Student Achievement Data



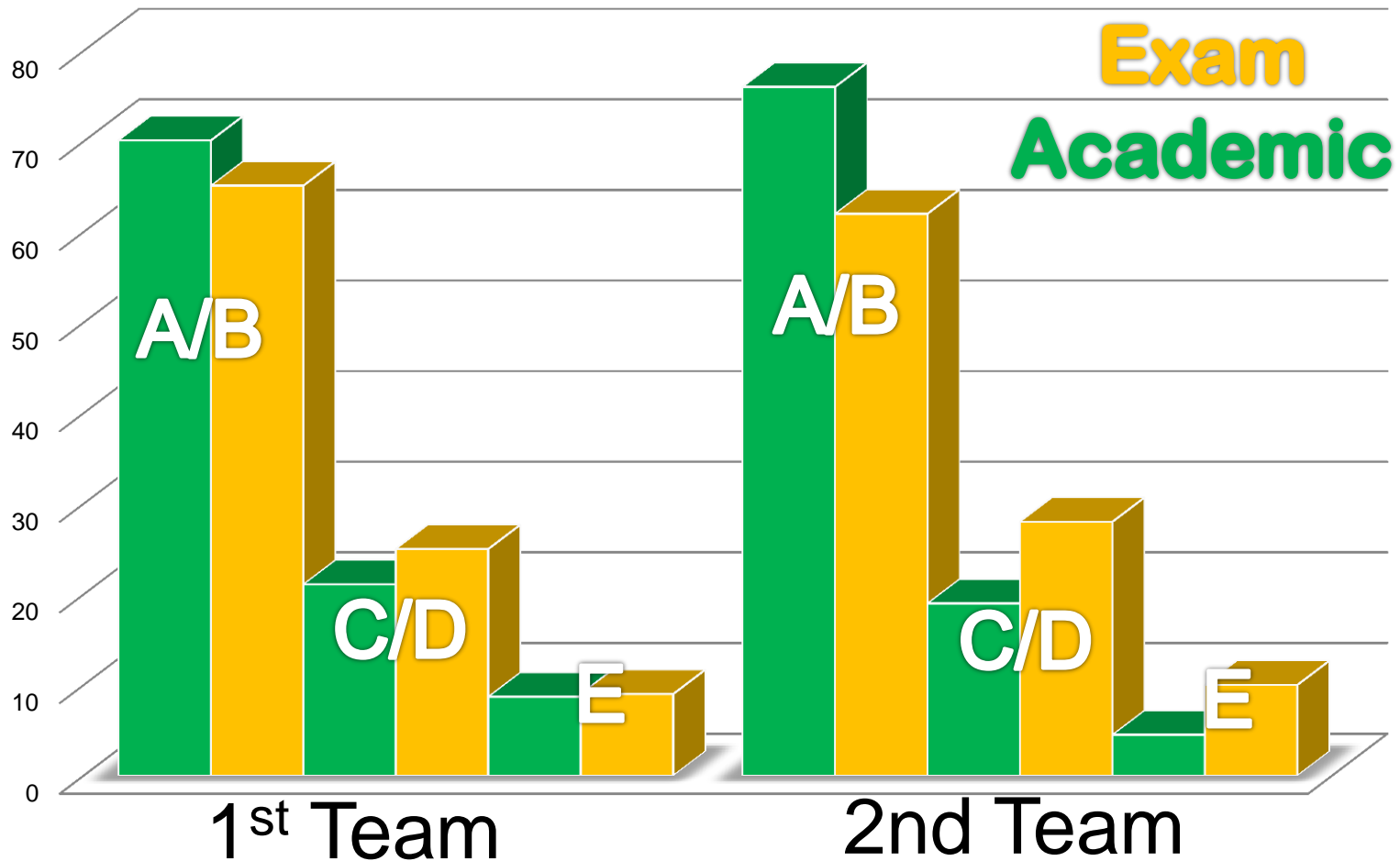
Multiple Failures

Grade Level	2011-2012	2012-2013
6 th Grade	10	8
7 th Grade	6	13
8 th Grade	9	0
Total	25	21

Exams vs Academic Grades



Exam vs Academic Grades



Final Thought



“Remember, formative assessment works,” says Popham. “When it is used, students learn better. By using this assessment-rooted instructional process, teachers can increase the test-based achievement of their students... ‘Student growth’ will be demonstrated on the tests because, in fact, student growth will have occurred.”

“Formative Assessment’s ‘Advocatable Moment’” by James Popham in Education Week, Jan. 9, 2013 (Vol. 32, #15, p.29)



Teacher Perspective- Struggles



- “Breaking down the GLCEs into student friendly learning targets.”
- “Motivating students to do the practice.”
- “Not counting practice work into student grades.”
- “Difficult to get students to realize why the practice is so important for the performance.”

Teacher Perspective— Benefits



- “Test reflections benefit student achievement.”
- “Less time checking and recording every practice assignment.”
- “Gives students a chance to identify their own mistakes.”
- “Helps students to be conscious of mistakes and how to fix them.”
- “Helps guide teacher instruction.”
- “Helps teachers assess students on what they know instead of how much they do.”

How does it benefit students?



- ❑ Improves student confidence.
- ❑ Students take ownership of their learning.
- ❑ Students have the opportunity to make mistakes and learn from them.
- ❑ Students are assessed in multiple ways.
- ❑ Students are only evaluated on skills they have had a chance to practice.
- ❑ Students learn how to self-assess.
- ❑ Students have the opportunity to peer assess.

Current TRIMESTER 1 MS Academic Grade: A- (91.2%) (Pts: 170.6/185.0)

Based on Assignments From: 9/4/2012 To 11/30/2012

Category	Due Date	Assignment	Pos	Score	Pct	EC	NG
Practice (Academic)							
	9/14/2012	Unit 1, Quiz 1 +2 corrections	9.0	9.0	100.0%		
	9/21/2012	Unit 1, Quiz 2 +1 corrections	6.0	6.0	100.0%		
	9/28/2012	Unit 1, Quiz 3 +2 corrections	12.0	10.0	83.3%		
	10/5/2012	Unit 1, Quiz 4 +2 corrections	12.0	12.0	100.0%		
	10/22/2012	Unit 1 Test Reflections	10.0	9.0	90.0%		
	10/26/2012	Unit 2, Quiz 1 +6 corrections	15.0	15.0	100.0%	✓	
	11/2/2012	Unit 2, Quiz 2 +3 corrections	12.0	12.0	100.0%		

Practice Average: A (95.0%) (Pts 58.0 / 61.0) Weighted as 10.00% of the overall grade.

Category	Due Date	Assignment	Pos	Score	Pct	EC	NG
Performance (Academic)							
	9/5/2012	Trimester 1 Pretest	72.0	33.0	45.8%	✓	
	9/28/2012	Five Themes of Michigan	15.0	13.5	90.0%		
	10/12/2012	Unit 1 Test	24.0	23.0	95.8%		
	11/5/2012	Plot Your Position Project	18.0	17.5	97.2%		
	11/13/2012	Physical Feature Group Poster	15.0	14.6	97.3%		
	11/14/2012	Unit 2 Test	32.0	29.0	90.6%		
	11/26/2012	Physical Feature Writing	10.0	7.0	70.0%		
	11/26/2012	Unit 2 Test Reflections	10.0	8.0	80.0%		

Performance Average: A- (90.8%) (Pts 112.6 / 124.0) Weighted as 90.00% of the overall grade.

Category	Due Date	Assignment	Pos	Score	Pct	EC	NG
Exam (Exam)							
	11/30/2012	Final Exam	56.0	46.0	82.1%		

Exam Average: B- (82.1%) (Pts 46.0 / 56.0) Not counted as part of Academic mark type.

EC = Extra Credit | NG = Not Graded

Missing Scores:	Due Date	Category	Assignment	Poss
-----------------	----------	----------	------------	------

< No Missing Assignments to Report >

Number of Missing Assignments: 0



How Are We Implementing F.A.?



Create learning targets



Display learning targets



Summative Assessments



Formative Assessments



Feedback (teacher and peer)



Self Reflection



Displaying Learning Targets



- Daily learning targets posted on
 - Classroom walls/boards
 - Classroom website
 - All assignments (formative and summative)

Examples...



Formative Assessment

- ❑ Quizzes
- ❑ Exit cards
- ❑ Peer assessment/editing
- ❑ Self-reflection/assessment
- ❑ Graphic Organizers
- ❑ Sketches
- ❑ Group work
- ❑ Class work
- ❑ Homework
- ❑ Chalk talk
- ❑ PowerPoint notes
- ❑ Learning Stations
- ❑ Labs
- ❑ Foldables
- ❑ Teacher observations

Summative Assessment

- ❑ Tests
- ❑ Projects
- ❑ Timelines
- ❑ Debates
- ❑ PowerPoint
- ❑ Posters
- ❑ Foldables
- ❑ Excel/Graphing
- ❑ Travel Brochures
- ❑ Skits
- ❑ Online discussions or blogs (glogs)
- ❑ Writing
- ❑ Labs
- ❑ Quizzes

How Does Our Gradebook Look?



□ Performance = 90%

- ▣ Tests
- ▣ Projects/Labs
- ▣ Writing
- ▣ Test Reflections

□ Practice = 10%

- ▣ Quizzes
- ▣ Selected practice assignments

Examples of Feedback



- Test Reflections
- Writing rubric
- Quick and quiet feedback
- Quizzes
- In-class conferencing
- Comment on student work (written or verbally)
- Group feedback
- Peer feedback
- Class feedback/re-teaching
- Tests
- Learning Target feedback
- Self-assessment
- Weekly grade graphing

Self-Reflection



- Self-reflection should be completed at the end of each lesson.
 - Rating self on learning targets--3, 2, 1
 - Immediate--ActivExpressions, iPads/iPods--(Socrative)
 - Project and test reflections
 - Checking assignments as a class

Our Perspective



- Learning to Drive...
- The Big Game...



What questions might you have?

Interested in 2013-14 FAME?



Contact Information

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